**“Stony…”Daily Lesson Plan**

**Day One**

**Course:** Social Studies/Language Arts/Media Studies

**Teachers:** Wendy VanDyke, Lydia Wooten, Rod Thomas

**Concept/Topic:** Jim Crow Laws in the Segregated South

**Materials:** Pictures depicting white/colored signs during the Jim Crow era, Teacher-made signs for the classroom example, Paper/Pencil for Then/There Chart

**Essential Question:** How did Jim Crow laws affect the lives of African Americans in the Segregated South?

**Instructional Objectives:** The learner will state the meaning of *Jim Crow Laws*.

The learner will describe the effect of *Jim Crow Laws* on the daily lives of African Americans.

**Background:** Jim Crow is often used to describe the laws, rules, and customs which arose after Reconstruction and continued until the mid 1960s. This name was taken from a highly exaggerated, stereotypical black character in a minstrel show. The laws were made to dehumanize blacks and establish the desirability of racial segregation. In essence, “Jim Crow” removed any freedoms guaranteed by the thirteenth, fourteenth, and fifteenth amendments. Jim Crow laws were real laws enforceable by local governments with fines and/or jail time.

**National Standards:** Understand the nature and complexity of culture.

Recognize how cultural and individual perceptions affect places and regions.

**Instructional Procedures:** The teacher will begin by asking each student to look around the classroom. The teacher will ask the student the following questions: Do the school rules apply to every student on the school or just certain students? Do the classroom rules apply to every student of just certain students? Do all students receive the same privileges in the cafeteria, gymnasium, art room, etc…?

After the students reply that all students are treated the same, the teacher will say “even though the rules are the same for everyone, from now on in this class only students with brown hair can go to the restroom.

From now on only students with brown hair(red shirts, tennis shoes…or however the teacher chooses to “segregate”) can play basketball in the gym. Students with any hair color other than brown will go last in the cafeteria line. The teacher will at this point put up signs around the classroom designating seats based on hair color. The teacher will only let the brown haired students use the pencil sharpener, etc…

The teacher will explain that this is how the Jim Crow laws worked in the South. The teacher will show pictures from the era and ask students questions.

**Assessment:** The learner will complete a Then/There Chart describing how they would think, feel, act if they were a white/black person during this time period.

**Additional Resources:** academic.udayton.edu for examples of actual Jim Crow Laws in various states.

pbs.org/wnet/jimcrow for interactive timelines

encyclopedia.com/topic/jim\_crow\_laws for additional pictures relating to the period.

**“Stony…”Daily Lesson Plan**

**Day Two**

**Course:** Social Studies/Language Arts/Media Studies

**Teachers:** Wendy VanDyke, Lydia Wooten, Rod Thomas

**Concept/Topic:** Jim Crow Laws in the Segregated South

**Materials:** paper, pencils, highlighters, a copy of Joseph Holloway’s narrative (<http://www.jimcrowhistory.org/resources/narratives/Joe_Holloway.htm>)

**Essential Question:** How did Jim Crow laws affect the lives of African Americans in the Segregated South?

**Objectives:** To help students understand the impact of Jim Crow Laws on American Blacks.

Students will write a story that expresses their opinions while using textual evidence to support these opinions.

**National Teaching Standards for English:**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Instructional Agenda**

**Before Reading**

**1.** Brainstorming: Write the term *Segregation* on the board. On a sheet of paper students are to write any ideas or phrases that they associate with the word *segregation*. Student responses may vary. Write their ideas on the board as they share them.

**2.** Define the terms *Segregation* and *Jim Crow* and review the history behind such laws.

**During Reading**

**1.** Distribute a copy of Joseph Holloway’s narrative.

(http://www.jimcrowhistory.org/resources/narratives/Joe\_Holloway.htm)

**2.** Summarizing: Pause while reading and have the students to summarize a paragraph or larger section of the story. It’s best not to wait for the story to end; summarizing during the reading will help students keep track of the story’s events and help them understand the events in the narrative.

**3.** CRISS Strategy~Two Column Notes—Opinion & Text: Students should create two columns on their papers. The left side is titled *opinion* and the right side is titled *text.* Pause while reading and have students to write their opinion about the characters or events that have occurred so far in the story. In the *text* column, students are to find the evidence in Holloway’s narrative to support their opinions. Students may write direct quotes, paraphrases, or brief explanations in this column. Do this several times while reading.

**After Reading**

**1.** Discuss what the students wrote in their Two Column Note chart. You may want to have a larger chart on the board and write down students’ responses.

**2.** Discussion questions (these are taken from the beginning of Holloway’s narrative):

Based on the discussion between Joe and Uncle Gus, what can you infer about being black living in Los Angeles in 1961? How is Los Angeles different from Texas in regard to how blacks are treated?

Why did the owner of the gas station warn the family to leave town? How is this behavior contradictory to his excluding them from the bathroom and the diner?

What is the lesson learned by Mr. Holloway's uncle that night?

What are the lessons learned by Mr. Holloway?

**Assessment Writing Activity**

**1.** Think About: How might this story be different if told from the gas station’s owner? What if the story were told from the aunt’s point of view or the white mob’s point of view?

**2.** Rewrite part of the story from a different character’s point of view. Write the story using first person point of view (I, my, we…).

**Jim Crow Research Project**

**Additional Resources**

1. ABC-Clio

-Use with the subjects American history, American Government, and Social Issues

- Articles, Illustrations, and Primary Sources

2. Student Resource Center-Bronze

-search “Jim Cow”

-Results will come from references will come from magazines, journals. and newspapers.

3. SIRS

-Similar to Thompson-Gale

-Databases provide all necessary information for citation in MLA Advanced format

-Use of NoodleTools

4. Proquest Historic Newspapers

- Articles from the New York Times, Washington Post, and other sources dating back to the 1800s

-Excellent source of primary source documents